

**Policy 2520.4, West Virginia College- and Career-Readiness Standards for Social Studies
Executive Summary**

**West Virginia Department of Education
Office of PK-12 Academic Support**

Policy Cycle: 45-day Comment Period Adoption of Policy

Policy Process: Revision Repeal and Replace New

Introduction: This policy is a revision of the existing West Virginia College- and Career-Readiness Standards for Social Studies in West Virginia. Following the West Virginia Board of Education’s content standards revision cycle, this policy has been updated to provide clarification of content, continuity across grade bands and grade levels, developmentally appropriate language, and align with the new stand-alone Personal Finance course. These standards will serve as a powerful resource for preparing West Virginia students to become civic-minded and productive community members.

Background: Policy 2520.4, West Virginia College- and Career-Readiness Standards for Social Studies, were developed and became effective on July 1, 2016. Based on the West Virginia Board of Education’s content standards revision cycle, the social studies standards reopened for review and revision in July of 2023. Between July of 2023 and February 2024, feedback was gathered from classroom educators, higher education instructors, chief instructional leaders, and other stakeholders through virtual meetings to revise the current policy.

Proposed Changes:

- Grammar changes and rephrasing throughout.
- 1st Grade
 - Change in numbering due to previous error.
- 2nd Grade
 - SS.2.13 moved to 5th grade.
 - Moved SS.5.18 to 2nd grade.
 - Removed examples in SS.2.9.
- 3rd Grade
 - Removed examples in SS.3.4.
 - SS.3.15 moved to 5th grade.
 - Change in numbering due to moved and deleted standards.
 - SS.3.23 combined with SS.3.25
- 4th Grade
 - Change in numbering due to deleted standard.
 - SS.4.16 becomes SS.4.15 and included an additional bullet about *federal policies, armed conflicts, and opposing views concerning land ownership affecting Native Americans*
- 5th Grade
 - Change in numbering due to added standard.
 - Removed examples from SS.5.2.
 - SS.2.13 and SS.3.15 were moved to 5th grade for content continuity.
 - SS.5.18 moved to 2nd grade.
- 6th grade:
 - SS.6.7 and SS.6.12- Deleted- this resulted in a numbering change with a new SS.6.7.
- 7th grade:
 - Introductory paragraph rephrased.

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- 7.11 is now 7.10- rephrased to reflect new 5 themes of geography standard.
- Deleted- SS.7.7- this was added to SS.7.20-therefore, the numbering changes with a new SS.7.7.
- Deleted- SS.7.19 -Moved to 9th grade.
- New geography standards added: SS.7.16-7.20
- 9th grade World Studies
 - Introductory paragraph rephrased.
 - Deleted SS.W.16 and SS.W.17- therefore, the numbering changes with a new SS.W.16.
- 11th grade Contemporary Studies
 - Removed CS.14- this is a new 7th grade geography standard. This resulted in a numbering change.
 - Removed CS.17- New 7th grade geography standard.
- Geography
 - Removed examples- SS.G.7, SS.G.12, SS.G.15, SS.G.19, SS.G.20.
- Psychology
 - SS. P.7- 1st bullet- added 'including the brain.'
 - SS.P.15- Added: Methods and issues in life span development: Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. Added bullets: 1. Explain issues of continuity/discontinuity and stability/change. 2. Distinguish methods used to study development. 3. Describe the role of sensitive and critical periods in development.
 - SS.P.16- Added: Methods and issues in life span development: Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. Added -Explain issues of continuity/discontinuity and stability.
- Civics
 - Added the following:
 - SS.C.23- 1st amendment
 - SS.C.24-4th, 5th, 6th, 8th amendments
 - SS.C.25-14th amendment
 - Removed C.26. This resulted in a numbering change.
 - Personal Finance changes- Personal finance will become a stand-alone course with the 2024-25 freshman cohort.

Impact: These revisions will improve clarity regarding the social studies content students need to master in kindergarten through twelfth grade to become college- and career-ready critical thinkers and problem solvers. Revisions also provide the opportunity for students to work both independently and collaboratively as they engage in informed inquiry in social studies.

Action:

- Release for 45-day public comment.
- Approve by WVBE with effective date of July 1, 2025.

Response to Comments: Comments received during the comment period resulted in multiple changes to the policy (see Attachment I-1). Multiple minor edits were made for clarity.

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Comments were received from the following groups.

- 21 Teachers
- 3 Administrators (including principals and county staff)
- 7 Higher Educators
Parents/Grandparents
- 17 Others

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| | documents, and oral accounts. |
| SS.1.2018 | Explore the history of the community and give examples of locally significant sites and people. |
| SS.1.219 | Illustrate a personal history by creating a timeline through a chronological sequence of events. |

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| WV History | |
| SS.1.220 | Recognize and recite the state motto. |
| SS.1.231 | Investigate the common occupations of people in West Virginia. |
| SS.1.242 | Locate student's hometown and county on a West Virginia map. |
| SS.1.253 | Describe the cultural life of West Virginia as reflected in games, toys, and various art forms. |

Second Grade Standards

Second Grade Social Studies will begin applying the foundational concepts of citizenship and community to the broader view of our nation. Through rich opportunities for engagement, students will begin to think deeply about the citizen's role in American government and society. They will be asked to investigate, examine, and draw conclusions regarding exchange and choice in the economy. Students will become more independent in using geographic information systems and applying them to real-world situations relating to West Virginia and the United States. Documents, oral accounts, and various forms of literature will be used to create timelines and projects illustrating the contributions of individuals and groups, both past and present, to our society.

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| Civics | |
| SS.2.1 | Analyze examples of the fairness of rules and laws and evaluate their consequences. |
| SS.2.2 | Illustrate the levels of government (local, state, and national) and actively discuss the responsibilities of each level and the characteristics of effective leadership. |
| SS.2.3 | Create a product (e.g., play, multimedia, or poster) to demonstrate an understanding of the diversity in American culture. |
| SS.2.4 | Give examples of symbols, icons, and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., July 4th, Constitution Day , Martin Luther King Day, Presidents Day, and Flag Day) and community service projects. |

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| Economics | |
| SS.2.5 | Investigate various occupations and career opportunities and how they have changed within the state and nation. |
| SS.2.6 | Consider and categorize needs and wants in a graph, chart, or table to evaluate consequences of one choice over another. |
| SS.2.7 | Design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store). |
| SS.2.8 | Explain the role of banks in saving for future purchases and create a graph reflecting savings over time. |

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| Geography | |
| SS.2.9 | Utilize a legend, compass rose, and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features |

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| <p>characteristics (e.g. natural resources) affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> • Explain why environmental characteristics vary among different world regions. | <p>and developments.</p> <ul style="list-style-type: none"> • Use evidence to develop a claim about the past. • Summarize the central claim in a secondary work of history. |
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Third Grade Standards

Third Grade Social Studies presents a study of the broader community and introduces the state, nation and world. There is an emphasis on geography, mapping skills, and interpreting charts and graphs. Students explain changes due to technology, human interaction with the environment and the movement of people in the context of Native American settlement and world exploration. Students practice citizenship and democratic values in the community and study the necessity of government, as well as the various levels of government in both West Virginia and the nation. Students will conduct research, formulate responses and present their findings on these topics. The basic economic concepts of scarcity, supply and demand, marketing, and budgeting within the context of the community will be introduced.

| Civics | |
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| SS.3.1 | Identify and explain the following commonly-held American democratic values, principles, and beliefs: <ul style="list-style-type: none"> • oDiversity, • rRule of law, • fFamily values, • eCommunity service, • jJustice, • lLiberty. |
| SS.3.2 | Determine the need for government and compare and contrast the following forms: tribal, monarchy, constitutional republic , and democracy. |
| SS.3.3 | Investigate significant cultural contributions of various groups creating our the United States of America's multicultural society. |
| SS.3.4 | Examine historical conflicts and their resolutions during the American colonial time period . (e.g., The Boston Tea Party, conflict between Native Americans and explorers). |
| SS.3.5 | Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs, and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day, and Memorial Day). |
| SS.3.6 | Participate in a local service project to discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities. |

| Economics | |
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| SS.3.7 | Study bank services including checking accounts, savings accounts, and borrowing, and create a mock budget. |
| SS.3.8 | Construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and show the impact of scarcity of resources. |
| SS.3.9 | Sequence the path of a product from the raw material to the final product. |
| SS.3.10 | Use charts, maps, and other data sources to correlate occupations with the economy |

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| | <ul style="list-style-type: none"> • eCulture (e.g., jobs, food, clothing, shelter, religion, government, etc.)_ • iInteractions with others (local and national)_ |
| SS.4.10 | Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.). |
| SS.4.11 | Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices, and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.). |
| SS.4.12 | Analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state. |

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| History | |
| SS.4.132 | <p>Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.).</p> <ul style="list-style-type: none"> • Analyze the southern, middle, and northern colonies (e.g., origins, early government, resources, religious freedom, and cultural diversity, etc.). • Compare and contrast community life, family roles, and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). • Compare and contrast backgrounds, motivations, and occupational skills among English, French, and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.). |
| SS.4.143 | <p>Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.</p> <ul style="list-style-type: none"> • Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War, British colonial policies, and American colonists' early resistance, etc.). • Explain the major ideas reflected in the Declaration of Independence. • Summarize the roles of the principal American, British, and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). • Explain the contributions of Native Americans, the French, and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution. |
| SS.4.154 | <p>Trace the beginnings of America as a nation and the establishment of the new government.</p> <ul style="list-style-type: none"> • Compare and contrast the various forms of government in effect from 1774-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.). • Analyze the accomplishments and challenges faced by the founders during the Constitutional Convention. • Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.). • Explain the political, social, and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.). |
| SS.4.165 | Demonstrate an understanding of the causes and effects of Westward Expansion. |

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| | <ul style="list-style-type: none"> Investigate the economic, political and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.). Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.). Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.). <u>Investigate the effects of federal policies, armed conflicts, and opposing views concerning land ownership on Native Americans.</u> |
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| WV History | |
| <u>SS.4.16</u> | <u>Locate all county seats on a West Virginia map.</u> |
| SS.4.17 | Analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services, and interaction with others outside the state. |
| SS.4.18 | Compare and contrast West Virginia’s population, products, resources and transportation from the 18th century through modern day. |
| SS.4.19 | Pose, research, and answer student-generated questions relating to West Virginia <u>using print and digital sources</u> (e.g., primary source documents, magazines, online resources, etc.). |

Fifth Grade Standards

Fifth Grade Social Studies is a basic overview of the United States from the Civil War to its emergence as a superpower. Students recognize and evaluate the significance of major events of each historical period. Students examine primary source documents relating to events and policies of the late 19th and early 20th centuries. They continue to learn the role of citizenship and social responsibility in the community, state, nation, and world. Students examine the transformation from rural to urban and from agricultural to industrial, focusing on the economic impact of these moves. Students learn how government decisions impact the economy.

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| Civics | |
| SS.5.1 | Illustrate the rights, responsibilities, duties and privileges of a patriotic citizen using authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship. |
| SS.5.2 | Assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding (John Brown, Dred Scott, etc.) to acquire understanding of the trial-by-jury process and justify its effectiveness in solving conflicts in society both past and present. |
| SS.5.3 | Simulate the process of making a law at the state and national level. |
| SS.5.4 | Outline the process in which amendments are made; interpret their meanings, and <u>how they apply it to their</u> the student’s daily life, lives of others, and lives of people throughout history. |
| SS.5.5 | Compare the functions of each level of the government (local, state, and national). |
| SS.5.6 | Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the <i>U.S. Constitution</i> , including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities. |

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| <p>environmental and cultural characteristics.</p> <ul style="list-style-type: none"> • Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places over time. • Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. • Explain how global changes in population distribution patterns affect changes in land use in particular places | <p>influenced what information is available in the historical sources they created.</p> <ul style="list-style-type: none"> • Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • Explain multiple causes and effects of events and developments in the past. • Evaluate the relative influence of various causes of events and developments in the past. • Organize applicable evidence into a coherent argument about the past. • Read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently. • Write informative/explanatory texts, including narration of historical events. • Conduct short research projects to answer a question, drawing on several sources. |
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Sixth Grade Standards

Sixth Grade Social Studies expands the role of citizenship and patriotism. Students learn about the roles and functions governments play in world events and organizations that help resolve conflicts. Students will use both current and historical maps to explain the effects of major events on political boundaries around the world. Students will learn how the economy is affected by trade and trade organizations, technology, and renewable and nonrenewable resources as well as world conflicts. The causes and responses to world conflicts from ~~World War~~ WWI to present day will be evaluated.

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| Civics | |
| SS.6.1 | Apply the process of how a bill becomes a law to follow a current legislative bill. |
| SS.6.2 | Compare and contrast different forms of government worldwide and their influence on historic world events: <ul style="list-style-type: none"> • The Great Depression • World War <u>WWI</u> • World War <u>WWII</u> • 9/11. |
| SS.6.3 | Identify the structure of the United States Congress and the constitutional requirements of <u>for</u> congressional membership. |
| SS.6.4 | Identify current key figures in United States government: <ul style="list-style-type: none"> • President • Vice President • Speaker of the House • Secretary of State • Current members of Congress from West Virginia. |
| SS.6.5 | Examine and analyze the <u>effectiveness of</u> various acts of patriotism and civil discourse in response to events throughout United States history <u>promoting societal and/or political change throughout the United States</u> (e.g., support of American military during wartime, |

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| | Vietnam protests, Civil Rights, respect for the flag, and response of Americans to 9/11). |
| SS.6.6 | Identify global relief and development organizations and examine how they provide global aid and support (e.g., Red Cross, UNICEF, Doctors without Borders, Engineers without Borders, and World Health Organization). |
| SS.6.7 | Research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, and human rights). |

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| Economics | |
| SS.6.8 | Compare and contrast the basic economic characteristics of communism, socialism, and capitalism. |
| SS.6.9 | Identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local, and national economies (e.g., hurricanes, floods, etc.). |
| SS.6.10 | Define NAFTA, USMCA and summarize its effects on the United States economy. |
| SS.6.11 | Compare and contrast government economic policy beginning with the Reagan era through present day. Trace and analyze the development of government economic policy and regulation from early 1900's-present day. (e.g., Reagan era, Post- Great Depression, Progressive Era). |
| SS.6.12 | Classify and evaluate the different types of world trade organizations (e.g., trade, military and health). |
| SS.6.13 | Assess the economic impact of technology on world regions throughout history. |

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| Geography | |
| SS.6.14 | Identify geographic features that have influenced the safety of the United States and isolated it from conflicts abroad. |
| SS.6.15 | Compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts. |
| SS.6.16 | Examine population data from the U.S. Census Bureau and infer the reasons for changes and differences in various areas (e.g., difference between rural and urban areas). |
| SS.6.17 | Determine the time of specific world locations using a world time zone map. |
| SS.6.18 | Locate the major waterways of North America, South America, Europe and the Middle East and examine their impact on transportation and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of cities in New York). Locate the major natural and man-made waterways and examine their impact on transportation and trade (e.g., Erie Canal, Panama Canal, Suez Canal, Rhine River, Amazon River, Mississippi River, etc.). |

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| History | |
| SS.6.19 | Demonstrate an understanding of the causes, key events and outcomes of World War <u>WWI</u> . <ul style="list-style-type: none"> • Explain the key events that led to the outbreak of World War <u>WWI</u>, including the rise of nationalism, imperialism, and militarism. • Chart the sequence of events that led to the United States' entry into World War <u>WWI</u>. • Analyze the role of propaganda in influencing the United States to enter World War <u>WWI</u>. • Explain the outcomes and effects of World War <u>WWI</u> including the conditions |

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| | <p><u>Sahara.</u></p> <ul style="list-style-type: none"> • <u>Evaluate the impact of those physical features on settlement patterns, use of natural resources, economic issues, and ethnic conflict.</u> |
| <u>SS.7.18</u> | <p><u>Evaluate the human and physical geography of the region of South Asia.</u></p> <ul style="list-style-type: none"> • <u>Identify the physical features of the region of South Asia (e.g., rivers, plateaus, seas).</u> • <u>Evaluate the relationship between the physical features of this region and the impact on settlement patterns, internal conflict, and overpopulation.</u> |
| <u>SS.7.19</u> | <p><u>Evaluate the human and physical geography of East and Southeast Asia.</u></p> <ul style="list-style-type: none"> • <u>Identify the physical features located in East and Southeast Asia.</u> • <u>Analyze the significance of these physical features on the development of cultural identity, settlement patterns, and relations between other nations.</u> |
| <u>SS.7.20</u> | <p><u>Evaluate the human and physical geography of Australia and Oceania.</u></p> <ul style="list-style-type: none"> • <u>Identify physical landforms and bodies of water within this region.</u> • <u>Analyze the impact of those physical features on settlement patterns and human activities.</u> |

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| History | |
| <u>SS.7.21</u> | <p><u>Demonstrate an understanding of prehistory, the concept of change over time, and the emergence of civilization.</u></p> <ul style="list-style-type: none"> • <u>Analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food, and clothing.)</u> • <u>Detail and predict the causes and effects of the Agricultural Revolution.</u> |
| <u>SS.7.1722</u> | <p><u>Demonstrate an understanding of the ancient civilizations. Analyze the rise of ancient civilizations and native cultures throughout the geographic regions of the world (e.g., Mesopotamia, Ancient Israel, Ancient Egypt, Mayans, Indus River Valley, etc.).</u></p> <ul style="list-style-type: none"> • Identify the leaders and distinguish the basic principles and philosophies of the major religions in the world as they emerged and expanded. • Identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science, and mathematics). |
| <u>SS.7.1823</u> | <p><u>Demonstrate an understanding of the Middle Ages.</u></p> <ul style="list-style-type: none"> • <u>Analyze the rise of the European nation states and monarchies (e.g., feudalism, peasants, serfs, manorial system and centralized power).</u> • <u>Trace the course of the Crusades and the introduction of Asian and African ideas to Europe.</u> • <u>Discuss the preservation of ancient Greek and Roman learning and traditions, architecture and government.</u> <p><u>Demonstrate an understanding of civilizations across the globe within the classical era, including the lasting contributions and impact of Greece and Rome throughout the world.</u></p> |
| <u>SS.7.19</u> | <p><u>Demonstrate an understanding of the impact the Renaissance and Reformation had on the world.</u></p> <ul style="list-style-type: none"> • <u>Summarize the origins and contributions of the Italian Renaissance and its spread throughout Europe (e.g., art, architecture, literature and music).</u> • <u>Identify key figures, causes and events of the Reformation and the Counter Reformation.</u> |

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| | when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
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World Studies

World Studies engages students in the study of the development and evolution of the historic, economic, geographic, political, and social structures of the cultural regions of the world from the dawn of civilization to the Twentieth Century advent of classical civilizations to the modern era. Special attention is given to the formation and evolution of societies into complex social, political, and economic systems. Students are engaged in critical thinking and problem-solving skills using primary and secondary sources, maps, spreadsheets, charts, graphs, text, and other data from a variety of credible sources material. Students synthesize the information to predict events, build context, and anticipate outcomes as history evolves through the ages.

| Civics | |
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| SS.W.1 | Describe the roles of citizens and their responsibilities (e.g., prehistoric societies, river civilizations, classical civilizations, feudal systems, developing nation states and neo-feudal systems, democratic and communist regimes, and 21 st century society). |
| SS.W.2 | Analyze and connect the status, roles, and responsibilities of free men, women, children, slaves, and foreigners migrants across time in various civilizations. |
| SS.W.3 | Analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role of government over time (e.g., Hammurabi's Code, the Twelve Tables of Rome, Justinian Code, Magna Carta, English Bill of Rights, Articles of Confederation, and the U.S. Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles). |
| SS.W.4 | Compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900 (e.g., democracies, republics, dictatorships, various types of monarchies, oligarchies, theocracies, and parliamentary systems). |
| SS.W.5 | Research and categorize multiple current and historical world aid organizations and assess the importance of global volunteerism as a 21 st century citizen (e.g., Amnesty International, Doctors Without Borders, Human Rights Campaign, International Red Cross, Invisible Children, Peace Corps, etc.). |

| Economics | |
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| SS.W.6 | Examine and illustrate the trade patterns (e.g., resource allocation, mercantilism, and other economic systems) of regions of the world across time and explain their significance to the evolution of global economics. |
| SS.W.7 | Identify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and services. |
| SS.W.8 | Analyze the importance of family, labor specialization, industrialization, and regional commerce in the development of global trade systems. |
| SS.W.9 | Define scarcity, demonstrate the role of opportunity costs in decision making, and examine economic reasons for the rise and fall of civilizations (e.g., Roman Empire, the Crusades and Imperialism, and the Union of Soviet Socialist Republics (USSR)). |

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| | <p>in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the crusades:</p> <ul style="list-style-type: none"> • Summarize the economic, geographic and social influences of African and trans-Saharan trade, including education and the growth of cities. • Examine and assess the effects of warfare on society during the Middle Ages. <p><u>Demonstrate an understanding of “post-classical” societies and the influence of those societies on the history of the world in areas of social, political, and economic change.</u></p> <ul style="list-style-type: none"> • <u>Analyze contributions of post-classical societies.</u> • <u>Compare and contrast societies in Europe, Asia, and the Americas, after the fall of the Classical Civilizations.</u> • <u>Examine social, political, and economic change over time with regards to post classical societies.</u> • <u>Evaluate how some societies are similar and different in the Post-Classical Era (e.g., The Mongols compared to traditional empires, Feudalism in Asia, Europe, and America).</u> |
| SS.W.2018 | <p>Demonstrate an understanding of the changes in society because of the Scientific Revolution, Renaissance, Reformation, Age of Exploration, and the Enlightenment.</p> <ul style="list-style-type: none"> • Summarize the origins and contributions of the scientific revolution. • Compare the impacts of the Renaissance on life in Europe (e.g., Humanism, art, literature, music, and architecture). • Analyze the religious reformations and their effects on theology, politics, and economics. • Summarize the origins and contributions of the scientific revolution. • Explain how European needs/wants for foreign products contributed to the Age of Exploration. • Explain the ways that Enlightenment ideas spread through Europe and their effect on society (e.g., John Locke, Voltaire, Jean-Jacques Rousseau, and Baron de Montesquieu.) |
| SS.W.219 | <p>Demonstrate an understanding of the global political environment of the sixteenth through the nineteenth centuries after the 16th century focusing on the long-term effects of political changes resulting from the emergence of strong monarchical governments.</p> <ul style="list-style-type: none"> • Explain the long-term effects of political changes because of the emergence of strong monarchical governments. • Describe the Agricultural and Industrial Revolutions and determine their impact on the evolution of society. • Analyze the causes and effects of political revolutions and determine their impact on the formation of governments and on the citizens of a society (e.g., French, Italian, German, Latin America, etc.). • Illustrate the significant political, commercial and cultural changes that took place in China. • Compare the political actions of European, Asian and African nations in the era of imperial expansion. • Assess the impact of colonization on both the mother countries and their colonies. • Explain the causes and effects of political, social and economic transformation in |

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This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political and economic influence in the world at the beginning of the ~~twentieth~~ 20th century. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population.

| Civics | |
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| SS.US.1 | Evaluate, then defend, the importance of the fundamental democratic values and principles of U.S. constitutional democracy. Consider conflicts between individuals, communities and nations, liberty and equality, individual rights and the common good, majority rule and minority rights, and the rule of law vs. ethics (e.g., civil disobedience). <u>Evaluate the extent to which the U.S.'s constitutional democracy republic impacts conflicts between individuals, communities and nations, liberty, and equality, individual rights, and the rule of law vs. ethics (e.g., civil disobedience).</u> |
| SS.US.2 | Define <u>Demonstrate an understanding of the duties of citizens that are necessary to preserve U.S. democracy (e.g., become informed and active in a democracy through jury duty, paying taxes, public forums (local, state, and/or federal), voting, and conscription).</u> |
| SS.US.3 | Identify the issues regarding the evolution of United States <u>Analyze the changing perceptions of U.S. citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender, and age).</u> |
| SS.US.4 | Examine, select and participate in a volunteer service or project. |

| Economics | |
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| SS.US.5 | Trace economic development throughout U.S. history (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War and late 19th/early 20th Centuries) and identify the role of market factors in the settlement of the United States and the development of the free enterprise system. <u>Identify the role of market factors in the settlement of the U.S. and the development of the free enterprise system and trace economic development throughout U.S. History (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War, and late 19th/early 20th centuries).</u> |
| SS.US.6 | Explain the ideas, values and practices in the Federalist-Anti-Federalist debate, Bank of the U.S. issue, and evaluate their effects on the formation and direction of the nation's economy. <u>Analyze the debate surrounding Alexander Hamilton's economic policies and evaluate their effect on the formation and direction of the nation's economy (e.g., Bank of the U.S., etc.).</u> |
| SS.US.7 | Differentiate economic policy in the United States during each era (e.g., Colonial period, Revolutionary, Westward Expansion, Civil War, and late 19 th /early 20 th Centuries) through types of taxes, taxation controversies, the effects of foreign trade, and tariff policies. |
| SS.US.8 | Critique the cause and effect relationship between the labor movement, industrialization and urbanization in the United States. <u>Analyze the evolution of American manufacturing and its impact on skilled and unskilled labor from apprenticeship, to artisanry, to the market revolution, to the birth of the labor movement, and the Industrial Revolution.</u> |
| SS.US.9 | Analyze the impact of mercantilism and triangular trade on the emergence of colonial economies (e.g., goals of mercantilism, the mother country's interests vs. colonial interests, regional economies, agriculture vs. manufacturing, colonial products and raw |

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| | materials, and transition from mercantilism to free enterprise capitalism). |
| SS.US.10 | Explain the concept of capitalism and compare the basic components of other economic systems. <u>Demonstrate an understanding of the concept of capitalism and compare the basic components of other economic systems (e.g., Adam Smith and the Wealth of Nations).</u> |

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| Geography | |
| SS.US.11 | Apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features, landforms, bodies of water, climatic regions, states and their capitals, and relative and exact location). |
| SS.US.12 | Determine the most appropriate maps and graphics in an atlas for analyzing geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.). |
| SS.US.13 | Interpret <u>Evaluate</u> how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films, and songs) |
| SS.US.14 | Evaluate <u>Analyze</u> the impact of health and cultural considerations <u>migration</u> on the quality of life over different historical time periods (e.g., Colonial America, westward movement, late 19 th and early 20 th centuries, and impact of epidemics). |
| SS.US.15 | Analyze the characteristics of <u>the</u> cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g., Germans, Italians, Irish, etc.) <u>indigenous and non-indigenous peoples to the new nation.</u> <u>United States.</u> |
| SS.US.16 | Analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns throughout U.S. history. |
| SS.US.17 | Analyze the ways in which physical and cultural geography have influenced significant historic events and movements. <u>(e.g., Battles of Saratoga, Fredericksburg, Mexican-American War, Seminole Wars, Latter-Day Saints, Oneida Community, etc.)</u> |

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| History | |
| SS.US.18 | Demonstrate an understanding of the Analyze the impact of the European settlement of North America. <ul style="list-style-type: none"> Trace the <u>Account for the</u> emergence of England as a global colonial power, beginning in 1588. Compare the progress of Jamestown and Plymouth colonies. <u>growth of varying colonial regions.</u> Identify and examine <u>explain</u> European imperial colonial rivalries (e.g., conflicting land claims, empire building, etc.) <u>over land, trade, etc.</u> Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences. |
| SS.US.19 | Demonstrate an understanding of the establishment of the United States as a new nation. an independent nation. <ul style="list-style-type: none"> Explain the impact of the <i>Declaration of Independence</i> and the American Revolution on the <u>British North American</u> colonies and the world. Explain the strengths and weaknesses of government under the <i>Articles of Confederation</i>. |

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| | <ul style="list-style-type: none"> Summarize events leading to the creation of the <i>U.S. Constitution</i> (e.g., country's economic crisis, Shay's Rebellion and purpose outlined in the Preamble). Explain <u>the</u> fundamental principles and purposes of the <i>U.S. Constitution</i> and the <i>Bill of Rights</i> (e.g., through the <u>influences of the <i>Magna Carta</i>, the <i>English Bill of Rights</i>, colonial charters, and the political philosophies of the Enlightenment).</u> Trace the <u>emergence evolution</u> of the American two-party political system (Federalists Anti-Federalists, election of 1800, etc.). Compare and contrast the position of the political parties and leaders on a variety of issues (e.g., economic development, territorial expansion, political participation, individual rights, states' rights, slavery, and social reforms). Analyze the impact of United States Supreme Court decisions (e.g., <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Worcester v. Georgia</i>, <i>Dred Scott v. Standford</i> and <i>Plessy v. Ferguson</i>). |
| SS.US.20 | <p>Demonstrate an understanding of westward movement and the resulting regional conflicts that took place in America in the nineteenth <u>19th</u> century.</p> <ul style="list-style-type: none"> Explain the impact and challenges of westward movement, (e.g., people's motivations for moving west, railroad construction, and the displacement of Native Americans). Trace land acquisitions and their significance as the U. S. expanded. Analyze the methods and motivations behind territorial acquisitions (e.g., Louisiana Purchase, Manifest Destiny, and the Mexican War. Summarize United States relations with foreign powers (e.g., Louisiana Purchase, Monroe Doctrine, Manifest Destiny and the Mexican War). Analyze the influence of the Monroe Doctrine on foreign relations. Compare economic development in different regions of the country during the early nineteenth century (e.g., agricultural South, industrial and financial North, and the development of new resources in the West). Examine and evaluate the reform period prior to the U.S. Civil War (e.g., abolition, women's suffrage, religious principals <u>principles</u>, etc.). |
| SS.US.21 | <p>Demonstrate an understanding of the causes and the course <u>outcomes</u> of the Civil War and Reconstruction in America.</p> <ul style="list-style-type: none"> Analyze the social, political, and cultural characteristics of the North, the South, and the West before and after the Civil War (e.g., the lives of <u>free and enslaved African Americans</u>, social reform, Patriotism, Nationalism, patriotism, nationalism, labor force, etc.). Explain how the political events and issues that divided the nation led to civil war (e.g., <u>Compromise of 1850, Missouri Compromise, compromises reached to maintain the balance of free and slave states, successes and failures of the abolitionist movement, conflicting views on states' rights, tariffs, slavery and federal authority, emergence of the Republican Party, and election of 1860</u>). Examine and identify the cause and effect of the <u>Identify the causes of the suecession and the subsequent formation of the Confederate States of America.</u> Outline the course and outcome of the Civil War (e.g., the role of African American military units, the impact of the Emancipation Proclamation, and the social, political, and economic impact on the South following the Civil War). <u>Outline the major military events of the Civil War (e.g., Gettysburg, Bull Run,</u> |

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| | nationalism). |
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United States Studies - Comprehensive

United States Studies - Comprehensive examines the evolution of the *U.S. Constitution* as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics, and other social studies concepts.

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| Civics | |
| SS.USC.1 | Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender, and age). |
| SS.USC.2 | Evaluate, then defend the importance of the fundamental democratic values and principles of U.S. constitutional democracy in <u>within</u> a global context including conflicts between individuals, communities and nations: <ul style="list-style-type: none"> • Liberty <u>Liberty and equality.</u> • Individual rights and the common good. • Majority rule and minority rights. • The rule of law and ethics (e.g., civil disobedience). • <u>Ethics.</u> • Patriotism. |
| SS.USC.3 | Compare various citizens' responses to controversial government policies and actions by monitoring and debating government decisions, and create a cooperative and peaceful solution to controversial government policies and actions: <ul style="list-style-type: none"> • <u>Develop an understanding of civil public discourse.</u> • <u>Civic engagement.</u> |
| SS.USC.4 | Analyze multiple media sources and their influence on public opinion and policy issues: <ul style="list-style-type: none"> • <u>Analyze media bias and reliability.</u> |
| SS.USC.5 | Analyze and evaluate Evaluate court cases essential to fundamental democratic principles and values (e.g., <i>Brown v. BOE Topeka</i> , <i>Miranda v. Arizona</i> , <i>Roe v. Wade</i> , <i>Mapp v. Ohio</i> , <i>Schenck v. U.S.</i> , and <i>Doe v. Holder</i> , (P.A.T.R.I.O.T. Act)- <i>Dred Scott v. Sandford</i> , <i>Baker v. Carr</i> , <i>Korematsu v. US</i> , <i>Gideon v. Wainwright</i> , et al.). |
| SS.USC.6 | Select and participate in a volunteer service or project with a community or Veteran's organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.). |

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| Economics | |
| SS.USC.7 | Trace economic development throughout U.S. History (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War, and late 19 th /early 20 th Centuries) and identify the role of market factors in the settlement of the United States and the development of the free enterprise system. |
| SS.USC.8 | Critique the cause and effect relationship between the labor movement, industrialization and urbanization in the United States. Examine the history of the <u>relations between business and labor from industrialization to present (e.g., Mother Jones, John L. Lewis, etc.).</u> |

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| SS.USC.9 | Apply the concept of supply and demand in various historic events as a cause of economic turmoil. |
| SS.USC.10 | Analyze the causes and consequences of the United States' national debt and its effect upon world economic systems. |
| SS.USC.11 | Assess how various executive initiatives and legislative acts have influenced the United States' economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race, and Strategic Defense Initiative). |
| SS.USC.12 | Understand and cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs). |
| SS.USC.13 | Identify various developed countries (MDC) and developing countries (LDC) and evaluate their Gross Domestic Product to determine the standard of living of their citizens (e.g., health care, education, military, industrial, and agricultural capabilities). |

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| Geography | |
| SS.USC.14 | Apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features, landforms, bodies of water, climatic regions, states and their capitals, and relative and exact location). |
| SS.USC.15 | Determine the most appropriate maps and graphics in an atlas for analyzing geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.). |
| SS.USC.16 | Evaluate the impact of health and cultural considerations on the quality of life over different historical time periods. |
| SS.USC.17 | Analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics, and all immigrants (e.g., Germans, Italians, Irish, etc.). |
| SS.USC.18 | Analyze the ways in which physical and cultural geography have influenced significant historic events and movements. |
| SS.USC.19 | Evaluate the changing boundaries of world maps as a result of wars. |

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| History | |
| SS.USC.20 | <p>Demonstrate an understanding of the European settlement of North America.</p> <ul style="list-style-type: none"> • Compare and contrast the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (i.e., Proclamation of 1763, French and Indian War). • Identify and examine European colonial rivalries and the centralization British control. |
| SS.USC.21 | <p>Demonstrate an understanding of the establishment of the new Republic.</p> <ul style="list-style-type: none"> • Trace the major events leading to the American Revolution including the writing of the <i>Declaration of Independence</i>. • Examine the contributions of key individuals in the development of the Republic. (e.g., political philosophy, Enlightenment, etc.). • Determine the strengths and weaknesses in the <i>Articles of Confederation</i> and how their failure led to the development of the <i>U.S. Constitution</i>. • Compare and contrast political ideologies and sectional differences in the development of the <i>U.S. Constitution</i> (e.g., economic development, slavery, and social reforms). |

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| | <p>Soviets the Soviet Union as a result of and explain the fears of <u>within</u> American society related to communism and the Race to Space- Race.</p> <ul style="list-style-type: none"> • Analyze and explain the political, social and economic causes and consequences <u>impact</u> of American involvement in the Korean Conflict and Vietnam. • Connect the <u>Analyze the impact of the</u> United States' governmental policies of the 1980s to <u>on the economic</u> collapse of the <u>former</u> Soviet Union. |
| SS.CS.232 | <p>Demonstrate an understanding of the origins, struggles, and progress <u>achievements</u> of racial minorities seeking <u>marginalized communities that sought</u> social, economic and political equality in the United States.</p> <ul style="list-style-type: none"> • <u>Examine and identify the foundations of the Civil Rights Movement through documents (e.g., Declaration of Independence, U.S. Constitution, etc.) and Supreme Court decisions (e.g., Plessy v. Ferguson and Brown v. BOE Topeka).</u> <u>Analyze the origins of the Civil Rights movements.</u> • Investigate <u>the legal justification</u> and cite examples of intolerance, prejudice, persecution, discrimination and segregation (e.g., Black Codes and Jim Crow laws); <u>through Jim Crow laws.</u> • Debate the role of activists for and against the Civil Rights Movement (e.g., KKK, Black Panthers, Dr. Martin Luther King, Jr., SCLC, Student Non-violent Coordinating Committee, AIM, Chicano Movement, and UFWOC). • Design a timeline of the Civil Rights Movement in the United States that includes key people, places, and events. |
| SS.CS.243 | <p>Demonstrate an understanding of the social conflicts that challenged <u>traditional values lifestyles</u> in the second half of the twentieth <u>20th</u> century.</p> <ul style="list-style-type: none"> • Investigate and identify the <u>causes and</u> effects of Americans migrating to the suburbs after World War <u>WWII</u>. • Identify and examine changes brought about by media sources to American cultural, economic and political behavior. (e.g., television, Rock 'n' Roll, protest songs, <u>the Internet and social media platforms</u>, etc.). • Summarize the various counterculture movements and their <u>causes and effects</u> on American society. • Connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra and Pentagon Papers). <u>Analyze the impact of federal government actions on citizens' level of trust in the federal government (e.g., Watergate, Iran Contra, Pentagon Papers, Clinton Impeachment, etc.).</u> |
| SS.CS.254 | <p>Demonstrate an understanding of United States foreign policy and global economic issues since 1990.</p> <ul style="list-style-type: none"> • Evaluate American foreign policy concerning abuses of human rights-(e.g., Serbian and Rwandan genocides, apartheid in South Africa, etc.). • Critique the domestic and military policies of the 1990's. • Determine <u>Debate</u> the motivation for adopting NAFTA (North American Free Trade Agreement) and GATT (General Agreement on Tariffs and Trade), <u>and</u> then <u>assess their effects</u> <u>impact</u> on the American and world economies. • Evaluate acts of terrorism before and after 9/11. <u>the causes of 9/11 and the ensuing Global War on Terrorism.</u> |
| SS.CS.265 | <p>Demonstrate an understanding of America's continued role in shaping the complex global community since September 11, 2001.</p> <ul style="list-style-type: none"> • Assess the results of American foreign policy relating to Middle Eastern |

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| | <i>Independence, the U.S. Constitution, Constitutional Amendments, and the ideas of those involved in the establishment of American government.</i> |
| SS.C.4 | Consider factors that subvert liberty (including lack of education, voter apathy, disenfranchisement, civil inequalities, economic issues, loss of public trust, and misuse of government power), then collaborate, compromise, and by consensus, create a model that informed citizens can use to defend and perpetuate the American Republic. |
| SS.C.5 | Examine and analyze the contributing factors to the drafting of the <i>Declaration of Independence</i> and the <i>U.S. Constitution</i> : <ul style="list-style-type: none"> • <u>Leaders</u> and philosophers (e.g., John Locke, James Madison, Thomas Jefferson and John Adams, and Natural Rights philosophy). • <u>Events</u> (e.g., Glorious Revolution, Reformation, and Enlightenment) • <u>Documents</u> (e.g., <i>English Bill of Rights</i>, <i>Petition of Right</i>, and <i>Magna Carta</i>) • <u>Classical</u> periods (e.g., eras of Greece, and Rome, and Classical Republicanism). • <u>Principles</u> (e.g., popular sovereignty, federalism, limited government, separation of powers, checks and balances, civil liberties, and rule of law, popular sovereignty, and republicanism, and Constitutional principles). • <u>Judeo-Christian influence.</u> |
| SS.C.6 | Examine the compromises of the Constitutional Convention and how those decisions were characterized in the Federalist and the Anti-Federalist papers. |
| SS.C.7 | Evaluate the elements in the <i>U.S. Constitution</i> that make it a living document with democratic principles that are modified and expanded to meet the changing needs of society. |
| SS.C.8 | Investigate the system of government created by the Preamble, Seven Articles, the <i>Bill of Rights</i> , and other Amendments of the <i>U.S. Constitution</i> to evaluate how the framework for American society is provided. |
| SS.C.9 | Analyze how the <i>U.S. Constitution</i> defines federalism and outlines a structure for the United States government. |
| SS.C.10 | Analyze the protection of liberties in the <i>Bill of Rights</i> and their expansion through judicial review and the gradual incorporation of those rights by the Fourteenth Amendment. |
| SS.C.11 | Analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy, and monitor government actions. |
| SS.C.12 | Determine how conflicts between the rights of citizens and society's need for order can be resolved while preserving both liberty and safety. |
| SS.C.13 | Compare and contrast the original and appellate jurisdictions of local, state, and national judicial systems to show how America's court system addresses criminal and civil cases. |
| SS.C.14 | Apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the <i>U.S. Constitution</i> by the Supreme Court and the impact of these decisions on American society. |
| SS.C.15 | Develop an understanding of the American legal system through examining existing ordinances, statutes and Federal Acts, exploring the differences between criminal and civil law, and determining the legal obligations and liabilities of American citizenship. |
| SS.C.16 | Critique the evolution of the two-party system in the United States, evaluate how society and political parties have changed over time and analyze how political parties function today. |
| SS.C.17 | <u>Assess Examine</u> the influence of the media on public opinion and on the decisions of |

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| Geography | |
| SS.C.32 | <p>Use census data and public records to identify patterns of change and continuity to understand the impact of the following on society.</p> <ul style="list-style-type: none"> • Zoning • Migration • Ethnicity • Income • Gender Differences • Age Differences • Education • Voting Behavior • Family Structure |
| SS.C.33 | <p>Conduct research using demographic data to interpret, debate, and evaluate the geopolitical implications of a variety of global issues.</p> <ul style="list-style-type: none"> • Environment and Environmental Protection • Political and Cultural Boundaries • Women's Rights • Cultural Diversity and Assimilation • Religion • Standard of Living |
| SS.C.34 | <p>Analyze the role of sustainable development in the lives of 21st Century citizens (e.g. renewable energy, recycling, reusing, land use policy, ocean management and energy policy) to balance healthy economic growth with environmental protection.</p> |
| SS.C.35 | <p>Analyze the consequences of human and environmental interaction using geographic information systems.</p> |
| SS.C.36 | <p>Explore various routes of personal travel and topography using geographic information systems.</p> |
| SS.C.37 | <p>Compare and contrast the factors of development for developed and developing countries, including the causes and implications of the following:</p> <ul style="list-style-type: none"> • population (including migration, immigration, birth rate, and life expectancy); • natural resources and environmental protection; • income, industry, trade, and Gross Domestic Product; • climate and geographic conditions; • cultural and social factors; • political management, legal system, and stability; • educational opportunities; and • standard of living. |

Economics

Understanding economics is essential for all students to enable them to reason logically about key economic issues that affect their lives as workers, consumers, and citizens. A better understanding of economics enables students to understand the forces that affect them every day and helps them identify and evaluate the consequences of personal decisions. As resources become scarce, as the economic environment changes, and as the economic impact of decisions becomes more immediate, students must make sense of the array of economic concepts, facts, events, observations, and issues in everyday life and develop the ability to make effective decisions about economic issues.

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| Economics | |
| SS.E.1 | Analyze the role of economic choices in scarcity, supply and demand, resource |

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| | allocation, decision-making, voluntary exchange, and trade-offs (Choices). |
| SS.E.2 | Research, critique, and evaluate the roles of private and public institutions in the economy (Institutions). |
| SS.E.3 | Compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). |
| SS.E.4 | Describe and demonstrate how the factors of production apply to the United States economic system (Factors of Production). |
| SS.E.5 | Analyze the elements of competition and how they impact the economy (Competition). |
| SS.E.6 | Examine and evaluate the interdependence of global economies. |
| SS.E.7 | Explain and give examples showing how scarcity of goods and services forces people to make choices about needs and wants. |
| SS.E.8 | Analyze how the scarcity of natural, technological, capital, and human resources requires economic systems to make choices about the distribution of goods and services. |
| SS.E.9 | Explain the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free enterprise system. |
| SS.E.10 | Explain and give examples of opportunity costs (trade-offs) and scarcity, and analyze how these concepts are the basis of other concepts in economics. |
| SS.E.11 | Compare and contrast examples of private and public goods and services. |
| SS.E.12 | Evaluate the costs and benefits of allocating goods and services through public and private means. |
| SS.E.13 | Describe and compare relationships among economic institutions (e.g., households, businesses, banks, government agencies, and labor unions). |
| SS.E.14 | Explain how specialization and division of labor in economic systems increase productivity. |
| SS.E.15 | Describe the role of money and other forms of exchange in the economic process. |
| SS.E.16 | Compare and analyze how values and beliefs influence economic decisions in different economic systems. |
| SS.E.17 | Evaluate economic systems according to how laws, rules and procedures deal with demand, supply, and prices. |
| SS.E.18 | Evaluate historical and current social developments and issues from an economic perspective. |
| SS.E.19 | Explain historical and current developments and issues in local, national, and global contexts from an economic perspective. |
| SS.E.20 | Define inflation and explain its effects on economic systems. |
| SS.E.21 | Define and analyze the use of fiscal and monetary policy in the national economic system. |
| SS.E.22 | Explain the process of international trade from an economic perspective. |
| SS.E.23 | Analyze and evaluate growth and stability in different economic systems. |
| SS.E.24 | Analyze a public issue from an economic perspective and propose a socially desirable solution. |
| SS.E.25 | Evaluate the role of the factors of production in a market economy. |
| SS.E.26 | Compare, contrast and evaluate different types of economies (traditional, command, market, mixed). |
| SS.E.27 | Explain how and why people who start new businesses take risks to provide goods and services. |
| SS.E.28 | Identify, define and explain basic economic concepts (e.g., opportunity costs, scarcity, |